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ABSTRACT

A study of the faculty work week at the University of Connecticut shows that the typical professor works 54.8 hours per week. The study, conducted between April 9 and April 29, 1976, involved 213 faculty members. This represents 18 percent of the faculty, excluding librarians, full-time extension agents, and health center faculty, and provides a statistically reliable profile of faculty work activities. The faculty members kept detailed logs of their professional activities for seven consecutive days. During this week the participants recorded time devoted to four activity categories: teaching, research, service to the institution, and service to the general public. Analysis of the logs presented the distribution of time among the four areas. (JMF)

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ED142157

THE UNIVERSITY OF CONNECTICUT

M E M O R A N D U M

October 6, 1976

TO: The University of Connecticut Senate

FROM: Faculty Work Week subcommittee of the Senate Faculty Standards Committee

The subcommittee has completed its study of the faculty work week. We are enclosing a summary statement and a commentary on the background and reliability of the study.

For the Faculty Standards Committee.

Robert Fairweather, subcommittee chairman
Bennett Brockman
David Jordan
James Slater
Lois Torrence, OIR liason

HE 009168

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE FACULTY WORK WEEK AT THE UNIVERSITY OF CONNECTICUT

A study done under the auspices of the University of Connecticut Senate shows that the typical professor at UConn works 54.8 hours per week. The study, conducted between April 9 and April 29, 1976, involved 213 faculty members. This represents 18% of the faculty, excluding librarians, full-time extension agents, and health center faculty, and provides a statistically reliable profile of faculty work activities.

The faculty members kept detailed logs of their professional activities for seven consecutive days. During this week the participant recorded time devoted to four activity categories: teaching, research, service to the institution, and service to the general public. For many, this period included Easter or Passover holy days. Analysis of the logs shows the following:

1. The average number of hours per week worked was 54.8. Figure 1 shows the distribution of total hours reported, which range from 29.9 to 106.2. At the extremes, four persons (1.8% of the sample) reported less than 35 hours, and four persons reported more than 75 hours. The average of 54.8 hours is consistent with other national studies which have found averages ranging from 53 to 60 hours, with a high preponderance at 55 to 57. [R. T. Blackburn and K. W. Trowbridge, Research in Higher Education, Vol. 1, No. 1, 1973.] For instance, a 1972 study at UMass found a mean of 54.1 hours.

2. The distribution of this time among the four areas is presented in Figure 2. A log sheet showing a statistically representative week for a hypothetical professor is attached.

3. The average faculty member devoted 30.4 hours to teaching; 8.1 hours were actual "contact" hours, with 17.3 hours spent on directly related activities such as lecture and media preparation, grading, meeting with students. This ratio is a reflection of the sophisticated and constantly evolving nature of the subject matters being taught. The remainder of the teaching time is spent on unscheduled teaching (guest lectures and the like), academic advising, and curriculum development.

4. Service to the institution (student services, administrative duties, and committee participation) ranged from 0 to 55 hours, with an average of 8.6. The higher end of the range reflects the fact that the sample included twelve persons with administrative assignments. The median value of 6.5 is more typical of the faculty generally.

5. To work almost 55 hours per week necessitates working in the evenings and on weekends. The survey shows an average of 12.8 hours worked either before 8:30 a.m. or after 5:00 p.m., and 7.9 hours on weekends. It was typically during these hours that the faculty found sustained time for professional development--for reading and writing books and articles--in addition to teaching responsibilities like lecture preparation and grading of exams and papers.

6. The average time devoted to public service was 2.1 hours. Extensive additional service to the general public is performed by librarians and full-time extension agents, who were not included in the study. Nor did the study ask participants to include time spent in public service outside their professional areas (town boards, churches, etc.) or in paid consultation. Those activities are over and above the 55 hour week.

7. A previous study presented to the Board of Trustees by the "Lupton Committee" on the Cost of Instruction and Faculty Performance and Accountability asked thirty-one students (both graduate and undergraduate) in one department to estimate how much time their professors spent in an average work week. The response: 59 hours, divided into 26 hours teaching-related, 25 hours research, 6 hours administrative duties, and 2 hours public service. It is interesting to note how close these student estimates were to the results of this study.

A fuller explanation of the study, its statistical reliability, and its relation to studies conducted at other institutions is attached.

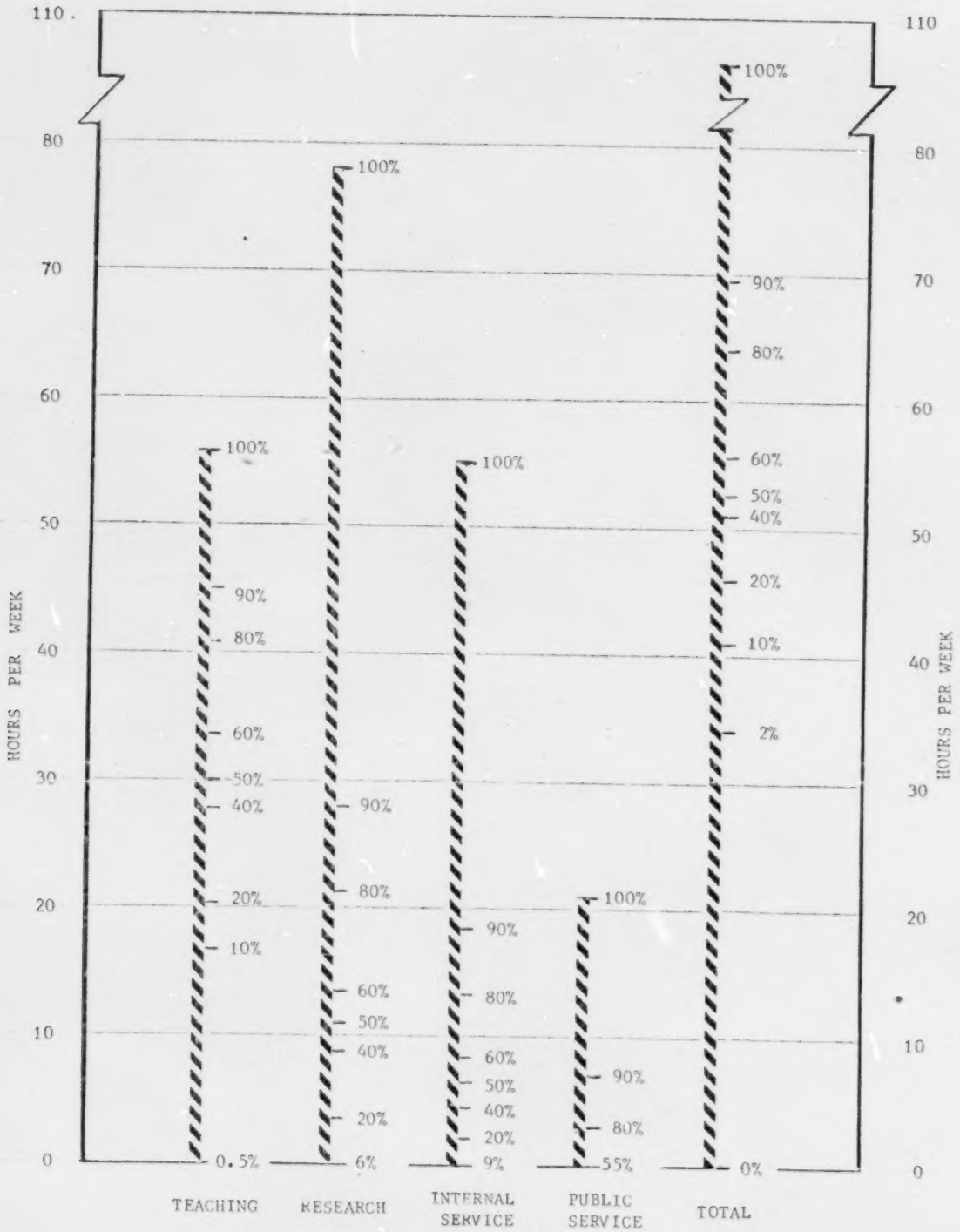

Figure 1. This chart shows the distribution of hours per week reported for each type of activity in the survey of University of Connecticut faculty during the Spring term, 1976. The figures to the right of each bar show the percentage of the faculty reporting that number of hours, or fewer hours, as shown on the scale of hours per week at each side of the chart. Thus 50% of the faculty recorded a total of 53 hours per week or fewer, and 50% of the faculty recorded a work week of more than 53 hours.

10-1-76

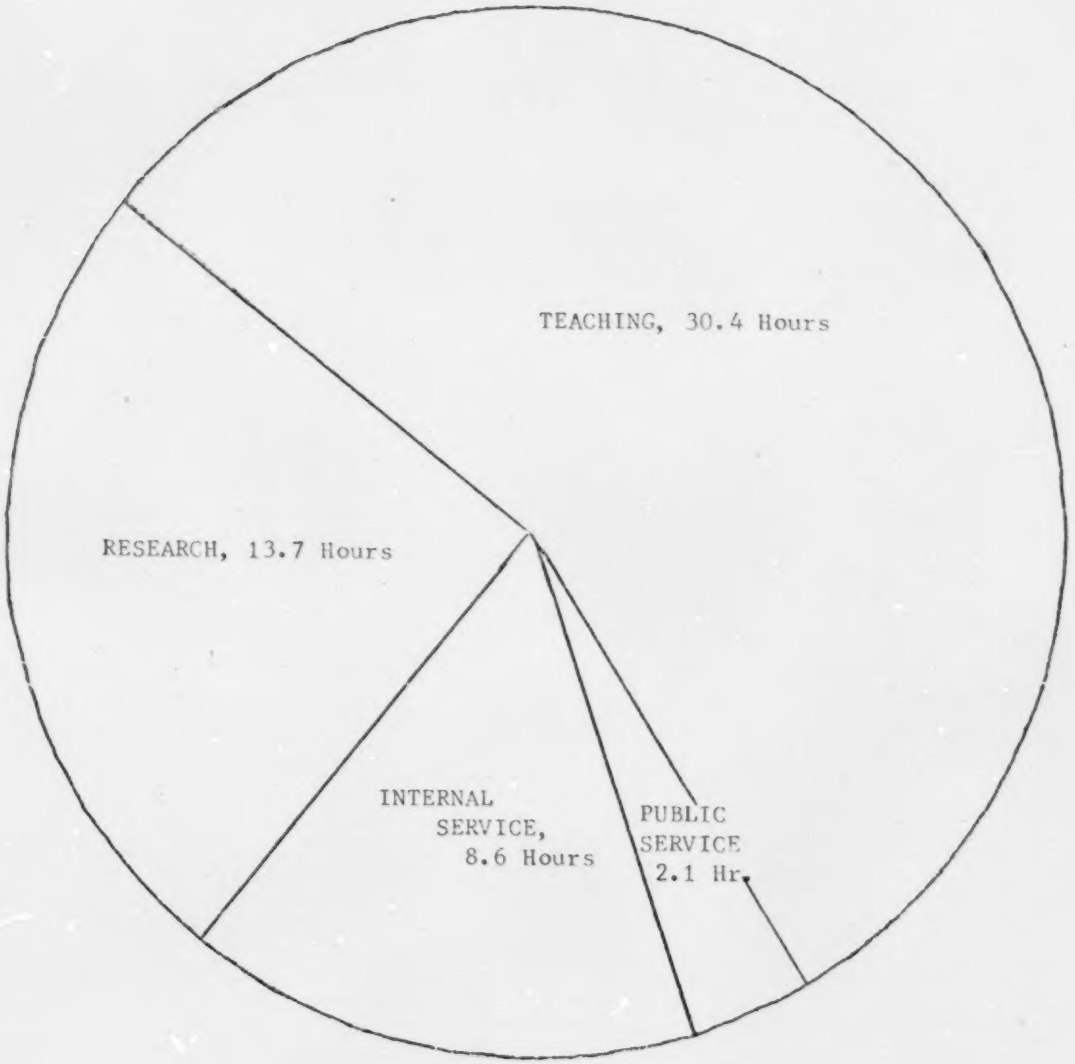

Figure 2. Division of Average Faculty Work Week of 54.8 Hours among Teaching, Research, and Service Activities

10-1-76

A Log Illustrating a Hypothetical Faculty Member's Average Week

Monday	
8a.m. - 8:55	Preparing new example - case study - for 11 a.m. class Reviewing notes for 9 a.m. class
9:00 - 9:50	Lecture (80 students)
9:50 - 10:00	Discuss special questions with students
11:00 - 11:50	Lecture (35 students)
1p.m. - 5:00	Research on new approach to - - - - In library reading journals In office, working out computer program to test - - - - (Available to students - brief discussion with graduate student on thesis topic) In computer center, running program
8:00 - 10:00	Preparation for Tuesday class and final work on Special Seminar for graduate students and fellow faculty
Tuesday	
9a.m. - 9:50	Lecture (20 students)
10:00 - 11:15	Academic program advising for undergraduate majors pre-registering for fall semester
11:15 - 11:45	Work with student on independent study project
1p.m. - 2:00	Complete preparation for Special Seminar
2:00 - 2:45	Special Seminar (15 graduate students, 10 faculty)
2:45 - 5:00	Continued discussion of seminar topic with colleagues
7:00 - 8:00	Preparation for Wednesday classes
8:00 - 10:00	Grading short quizzes from last week (for 11 a.m. class)
Wednesday	
9a.m. - 9:50	Lecture (80 students)
10:00 - 10:50	Preparation for 11 a.m. class
11:00 - 11:50	Lecture (35 students) and discussion of quiz papers
12p.m. - 1:15	Lunch with student president of honorary society to complete plans for spring initiation to be held next Wednesday evening
1:30 - 3:30	Meeting with Windham Area Planning Authority to discuss long range plan for the area
4:00 - 6:00	Departmental promotion and tenure committee meeting
10:00 - 12:00	Preparation for Thursday and Friday classes

Thursday

7a.m. - 9:00	Review departmental graduate assistant applications (in office)
9:00 - 9:50	Lecture (20 students)
10:00 - 11:00	In office - writing letters of recommendation for major students to enter graduate school. Also some student advising
11:00 - 11:30	Appointment with Departmental Chairman concerning fall schedule
12p.m. - 2:00	(with bag lunch) Review departmental graduate admissions applications
2:15 - 5:15	Reading current professional journals and monographs Develop outline for invited paper to be given at regional professional meeting in September
10p.m. - 11:00	Preparation for Friday classes

Friday

8a.m. - 9:00	Preparation for classes
9:00 - 9:50	Lecture (80 students) Students handed in short term papers
10:00 - 11:00	Continued review of graduate admissions applications
11:00 - 11:50	Lecture (35 students)
1p.m. - 4:00	Office, library, computer center- Continuing work on research project

Saturday

9a.m. - 11:00	Work on bibliography for fall undergraduate course
11:00 - 12:00	Read professional journals

Sunday

5p.m. - 8:00	Start grading term papers
9:00 - 11:00	Preparation for Monday classes

This log was constructed to reflect a realistic, but fictional work week, incorporating the actual averages from the survey of faculty at the University of Connecticut in the Spring term, 1976.

10-1-76

The faculty respondents reported an average workweek of 54.8 hours for the "seven days in April". Studies of faculty activities at other institutions have been summarized by Blackburn and Trowbridge:

> "On the quantitative side....a group of studies report the total number of hours faculty work in a typical week...(these studies) find that faculty work between 53 and 60 hours per week, with a high preponderance at 55-57 hours. The small interval gives credence to the reported figures. In addition, Stecklein....and French, et al....have independent corroborations of the work hours faculty reported. Hence 55 hours per week is a highly reliable number....". (Research in Higher Education. Vol. I, No. 1, 1973).

This 1973 analysis has been further corroborated by the 1976 University of Connecticut study.

The average hours reported in various activities should not be considered as typical for each individual faculty member. Nor is the distribution of time necessarily the same each week of a semester. Furthermore, as Blackburn has pointed out:

> "Each attempt to delineate the faculty work role by analyzing separate work activities has resulted in a failure to capture the essence of the meaning of work in academia. A collection of data on particular faculty behaviors and attitudes does not lead to a summation which portrays the reality of professional life."
>
> (New Directions for Institutional Research, No. 2, Summer 1974.)

Apart from these limitations, this initial analysis of the data indicates that with the exception of under-representation of the faculty of the College of Liberal Arts and Sciences, the respondents appear to be reasonably representative of the Schools and Colleges, of the faculty ranks, and of the sex of the total teaching faculty and that the overall average workweek reported by the University of Connecticut faculty is clearly within the pattern found in studies at other institutions.

Preliminary Data -- Faculty Work Week Study

Spring 1976

Fall 1975 Faculty Data

	#
Teaching Faculty	1,133

Spring 1976 Survey Data

	#
Respondents	213
Volunteers	111
Random	102

Teaching Faculty by Rank

	#	%
Professor	401	35.4
Associate Professor	343	30.3
Assistant Professor	305	26.9
Instructor	56	4.9
Lecturer	28	2.5

Respondents by Rank

	#	%
Professor	74	34.7
Associate Professor	53	24.9
Assistant Professor	65	30.5
Instructor	17	8.0
Lecturer	4	1.9

Teaching by Sex

	#	%
Male	934	82.4
Female	199	17.6

Respondents by Sex

	#	%
Male	169	79.3
Female	44	20.7

Teaching Faculty by School/College	#	%	Respondents by School/College	#	%	Difference
Agriculture	71	6.3	Agriculture	19	8.9	+ 2.6
Allied Health	17	1.5	Allied Health	8	3.8	+ 2.3
Business	62	5.5	Business	14	6.6	+ 1.1
Education	85	7.5	Education	19	8.9	+ 1.4
Engineering	70	6.2	Engineering	12	5.6	- .6
Fine Arts	65	5.7	Fine Arts	12	5.6	- .1
CLA&S at Storrs	480	42.4	CLA&S at Storrs	52	24.4	-18.0
Home Economics	25	2.2	Home Economics	9	4.2	+ 2.0
Nursing	46	4.0	Nursing	7	3.3	- .7
Pharmacy	28	2.5	Pharmacy	11	5.2	+ 2.7
Law	28	2.5	Law	5	2.3	- .2
Social Work	32	2.8	Social Work	10	4.7	+ 1.9
Branches	124	10.9	Branches	33	15.5	+ 4.6
Institutes & Centers*	---	---	Institutes & Centers	2	.9	+ .9

*Included in appropriate academic units.

Sample set:
Survey forms and letter
U of Ct study of Faculty Work Week
Spring 1976

The University of Connecticut

STORRS, CONNECTICUT 06268

April 9, 1976

Dear Colleague:

It probably comes as no surprise to you to learn that legislators and editorial writers around the state have difficulty believing that faculty work as diligently as we know we work. In these austere times, the burden of demonstrating that we are conscientious, self-directing professionals is falling increasingly on us; we need to help provide our administrators with incontrovertible evidence which they can use to support their budgetary requests. The Faculty Standards Committee of the University Senate appointed a subcommittee, composed of the undersigned, who have heard the Academic Vice-President's appeal for support and are convinced of the need to show non-academicians just what professors at the University of Connecticut do.

We are asking roughly 25% of the faculty to keep daily logs of their professional activities (two-fifth of this group are volunteers who have been asked by their deans or department heads to participate; three-fifths have been chosen randomly).

We believe this study will, while inconveniencing a relatively small portion of the faculty, yield statistically valid and convincing results. We trust that we can produce a study which will obviate the need for repetition in the near future. It is for this reason that we need your cooperation.

We assure you that the information you give us will be used only to generate data about the typical faculty work week for the purposes described above. The raw data will not be made available to promotion, tenure, and reappointment committees, nor will it be used by administrators charged with making personnel decisions. We are asking each respondent to identify himself/herself because data from a relatively small sample is more useful and reliable if it is tied to identifiable individuals.

Some specifics about aiding the study:

1. In order to produce information about a fairly typical faculty week, we ask you to keep a detailed record of your professional activities for any consecutive seven-day period between now and 29 April -- before exams and the summer recess begin. Please return the logs and summary forms to A. McLaughlin, U-135, on or before FRIDAY, 30 APRIL.

2. Detailed instructions, log sheets, and a summary reporting form are enclosed. Obviously, it will not always be easy to apportion time between some of the categories; for example, time spent counseling a doctoral student doing research in an area in which you also are actively conducting research will have to be rather arbitrarily divided into portions in Section A (Teaching Activities) on the one hand and Section B (Research, Scholarly, and Creative Activities) on the other. In such instances, use your own best judgment for reporting on the logs and summary form.

3. We are using color-coded forms to distinguish data contributed by the volunteers (yellow forms) and by the random sample (green forms).

Thank you indeed for participating in the study. If you have any questions regarding it, the subcommittee as well as Althea McLaughlin (ext. 4240) stand ready to respond.

For the Faculty Standards Committee,

Yours sincerely,

Bennett Brockman (English, ext. 2330)
Robert Fairweather, subcommittee chairman
(Chemistry, ext. 3226)
David Jordan (Engineering, ext. 2687)

INSTRUCTIONS FOR RECORDING PROFESSIONAL ACTIVITIES ON THE LOG SHEETS

Please keep the log for any seven consecutive days between April 12 and April 29, 1976. Read the definitions for the four major divisions of activities (Teaching, Research, Internal Service, and Public Service) and the examples of sub-divisions of these activities. Annotate your log entries so that you will be able to code them into the defined categories at the end of the day and sum the totals for the seven-day period to report on the enclosed summary sheet - Faculty Activity Survey.

See the sample Log sheet below for examples of entries and coding. In determining how to code an activity the real test is the purpose for which the activity is undertaken. For example, library research might be coded: (A 4.) Course and Curriculum Development; (B 2.) Research Specific Projects; or (B 3.) General Scholarship and Professional Development. Time spent in activities which overlap more than one category should be coded to the several categories in whatever division of time represents your best judgment of the situation.

Please return the log sheets and the summary form to A.McLaughlin, U-135, on or before Friday April 30.

EXAMPLES OF LOG ENTRIES FOR VARIOUS TYPES OF ACTIVITIES

Date	Activity (Describe briefly)	Time	Code (See Example)	
4/14	Review notes, assemble demonstration materials	8:30-8:50	A-1b	20 min
	Lecture, science xxx	9-9:50	A-1a	1
	Talking to students	to 10:15	A-1b	25 min
	Office hour, " conference & adv. regis.	to 11:20	A-1b A-3	25 " 40 "
4/15	Phone call - advice to community agency	¼ hr	D-1	¼ hr.
4/16	PhD students. Review research progress, plan next steps	1 hr a.m.	A-1b	1
	Lab - my research 2 grad students	1-4 pm	B-2 A-1b	2 1
4/18	Prepare tomorrow's seminar	7-10:30 p.m	A-1b	3½
	Read journal article	10:30-11	B-3	½
	Totals: A-1a 1hr B-2 2hrs A-1b 6⅔hr B-3 ½" A-3 ⅔hr D-1 ¼"			

THE UNIVERSITY OF CONNECTICUT

FACULTY ACTIVITY SURVEY

SPRING SEMESTER, 1976

Name _____

Department _____

Rank or Payroll Title _____ % Employment _____

Instructions for completing this summary sheet. Report here the hours recorded on the log sheet for the seven-day survey period. Report your time in each category of the summary page as previously coded in your log sheets. Please return both log sheets and this summary form to A. McLaughlin, U-135, on or before Friday April 30.

		Code	Hours
SECTION A: TEACHING ACTIVITIES			
A. 1. Scheduled Teaching	a. Formal Teaching	A-1a	_____
	b. Related Teaching	A-1b	_____
2. Unscheduled Teaching		A-2	_____
3. Academic Program Advising		A-3	_____
4. Course and Curriculum Research and Development		A-4	_____
SECTION B: RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES			
B. 1. Institutes and Research Centers		B-1	_____
2. Specific Projects		B-2	_____
3. General Scholarship & Professional Development		B-3	_____
SECTION C: INTERNAL SERVICE ACTIVITIES			
C. 1. Student-Oriented Service		C-1	_____
2. Administrative Duties		C-2	_____
3. Committee Participation		C-3	_____
SECTION D: PUBLIC SERVICE ACTIVITIES			
D. 1. General Professional Services/ Advice Directed Outside the Institution		D-1	_____
2. Extension Service		D-2	_____

LOG SHEET

Spring Semester, 1976

Date	Activity (Describe briefly)	Time	Code - Hours (See Examples)

FACULTY ACTIVITY SURVEY

PLEASE READ THESE DEFINITIONS AND EXAMPLES BEFORE YOU COMPLETE THE LOGS OR SUMMARY FORM

This survey asks you to keep a log of the hours you spend in different types of activity during a seven-day period of this term. Please read the activity definitions and the examples for each activity before you make any entries in the log.

SECTION A: TEACHING ACTIVITIES

A. 1. Scheduled Teaching: All activities related to courses given in the current term. These activities would include:

a. Formal Teaching: Meeting scheduled classes and laboratories. (Report a classroom hour, 50 min., as one hour)

b. Related Teaching: Meeting informally with course participants
Supervising sections related to your scheduled teaching
Supervising teaching assistants
Tutoring
Supervising independent study
Supervising thesis research
Giving remedial help to course participants
Supervising laboratories
Evaluating students
Contacting guest lecturers
Preparing lectures
Preparing media

A. 2. Unscheduled Teaching: Teaching not associated with the specific courses covered in A. 1. For example:

Thesis committee participation
Discussions with colleagues about teaching
Guest lecturing in another faculty member's course
Giving seminars within the University

A. 3. Academic Program Advising: Giving advice to students concerning course scheduling and academic programs. Not to be confused with counseling that is included in C. 1.

A. 4. Course and Curriculum Research and Development: Developing and preparing for future courses. For example:

Preparing course outlines
Developing book lists
Revising existing materials
Evaluating teaching effectiveness and planning changes
Devising new instructional materials
Developing department curriculum requirements

SECTION B: RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES

B. 1. Institutes and Research Centers: Research, scholarship, and creative work activity that is carried on for an institute or research center. (Includes all activities listed in B. 2. that are done for an institute or research center.)

B. 2. Specific Projects: All research, scholarship and creative work activity related to a specific project. For example:

Non Grant-supported Research
Grant-supported Research
Performing your Professional Skill
Writing or Developing Research Proposals
Administering Research Grants
Writing Articles
Writing Books
Writing Reviews
Creating New Art Forms
Exhibitions
Giving Recitals

B. 3. General Scholarship and Professional Development: All research, scholarship, and creative work activities related to keeping current in a professional field. For example:

Reading Articles and Books Related to Your Profession
Maintaining an Artistic Skill
Attending Professional Meetings
Reviewing a Colleague's Research Work
Research-Related Discussion with Colleagues

SECTION C: INTERNAL SERVICE ACTIVITIES

This section includes activities related to general contact with students, to professional responsibilities within other organizational units within the University and to fulfilling institutional requests.

C. 1. Student-Oriented Service: For example:

- Personal, Career, and Financial Counseling
- Preparing Recommendations
- Sponsoring Student Organizations
- Meeting with Parents
- Coaching athletics

C. 2. Administrative Duties: For example:

- Performing the Duties of a Department Chairman, Dean, Vice-President or any other Administrative Position
- Administering personnel policies
- Helping during registration
- Interviewing candidates for faculty positions
- Faculty Reports or Questionnaires
- Keeping Records
- Preparing Minutes
- Writing and Answering Memorand
- Assigning Faculty Course Loads
- Preparing Budgets
- Gathering Data
- Escorting Visitors
- Recruiting faculty or students
- Advising on library purchases

C. 3. Committee Participation: For example:

- Admission Committees
- Candidate Search Committees
- Other Committees, such as PTR
- Departmental/School Meetings
- Faculty Senate
- Planning Committees
- Budget Committees

SECTION D: PUBLIC SERVICE ACTIVITIES

This section includes activities that are directed outside the University.

D. 1. General Professional Services/Advice Directed Outside the Institution: Activities meant to benefit the community outside the institution. For example:

- Consulting (Not compensated)
- Advising
- Community Training Grants
- Lectures or Seminars for the Public

D. 2. Extension Service: Activities that are directed toward the community outside the University where fiscal control is shared by the University and government agencies. For example:

- Agricultural Extension
- Urban Extension